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COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

U. S. Department of Agriculture
and State Agricultural Colleges
Cooperating

States Relations Service, Office
of Extension Work North and West,
Washington, D. C.

THIS LOOKS GOOD

THE ACID TEST

An especially pleasing thing about many of the annual reports of county agents this year is the very definite nature of the results reported. A number of the agents who have had community programs of work with definite goals of accomplishment set, have had the courage to draw the "deadly parallel" and to put into their report what they set out to do and what they got done. This is a noteworthy feature of the reports of nearly every county agent in Oregon. Below is an example of one project so reported from one community in Benton County, George W. Kable, County Agent.

"Dairy Project
W. J. Warfield, Leader
Ray L. Jenkins,
Ben Wren

Goals

Community to concentrate upon one breed.

Import twenty registered Jersey cows.

Purchase a \$1000 community bull.

Start cow testing.

Secure Smith-Hughes teacher of agriculture for Alsea consolidated school; this man to aid in community work, especially with the dairymen.

Start cooperative livestock shipments this fall.

Accomplished

Jersey breed accepted and only one man in the valley has registered cows of a different breed. He did not attend the extension school.

Twenty-eight registered females brought into the valley.
Bull club of nine members was organized and two bull calves, costing \$950 purchased.

Cow testing will be started through the Agricultural Department of the high school in November. School board agreed to employ a Smith-Hughes teacher and application was made immediately following the extension school. Oscar Paulsen, O.A.C. graduate and champion student dairy judge, reported for duty September 1st.

First shipment to be made in November.

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$\pi^* \mathcal{O}_C(D) = \mathcal{O}_{\pi^{-1}(C)}(\pi^* D)$

WILL IT GO ON?

3. *Leucosia* *leucostoma* *luteum*

$$\frac{d}{dt} \left(\frac{\partial \mathcal{L}}{\partial \dot{x}_i} \right) = -\frac{\partial \mathcal{L}}{\partial x_i}$$

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3. *U. S. Fish Commission, 1881-1882*

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General Remarks: The extension school held in Alsea in January dealt largely with dairying. The extension school to be held this coming December will also take up dairying as a main subject.

A dairy survey of the Alsea community, giving the ownership of every registered Jersey in the valley, was completed on March 20th. Seven Alsea dairymen participated in the Oregon Jersey Jubilee tour."

Mr. Kable has eight organized communities with three to six projects each. All of the projects did not come through as well as the one chosen for illustration. Some failures are to be expected, but on the other hand there are others that went over the top. It is all down in black and white in the report and it is mighty interesting reading and will be helpful in program making and goal setting for another year. It is an acid test and it takes courage to make such a report. We wonder if the making of such a report is not a stimulus to project leaders and county agent alike to be conservative in promise and to put it over once it is under taken.

: County Agent Section :
. 12-11-20 .
. No. 17 - L .

1. The first step in the process of socialization is the family. The family is the primary socializing agent. It is the first place where a child learns about the world around him. The family provides a safe environment for a child to explore and learn. The parents and other family members provide guidance and support to help the child develop into a well-adjusted adult.

2. The second step in the process of socialization is the school. The school is another important socializing agent. It provides a structured environment for learning and social interaction. The teachers and other school staff provide guidance and support to help the child learn and grow. The school also exposes the child to different cultures and perspectives, which helps them develop a broader understanding of the world.

3. The third step in the process of socialization is the community. The community provides a larger social context for the child. The child interacts with other children, adults, and various organizations in the community. This exposure helps the child develop social skills and learn how to navigate the world outside the home and school.

4. The fourth step in the process of socialization is the media. The media, including television, movies, and the internet, provides a significant influence on the way people think and act. The media can be a positive or negative force depending on the content and the way it is presented. It is important for parents and educators to be aware of the media's influence and to guide children in their media consumption.

5. The fifth step in the process of socialization is the peer group. Peers play a crucial role in a child's social development. They provide a source of social support, guidance, and entertainment. However, they can also have a negative influence if they expose the child to harmful behaviors or attitudes. It is important for parents and educators to monitor the peer group and provide guidance to help the child make positive social connections.

QUESTION: What are the five steps in the process of socialization?

1. Family
2. School
3. Community
4. Media
5. Peer group